

# DEVELOPMENT OF SOCIAL SCIENCE LEARNING VIDEO MEDIA FOR CLASS V STUDENTS AT SDN BUKIT BARO

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## ABSTRACT

Research on the Development of IPS Learning Video Media for Class V Students at SDN Bukit Baro aims to produce an interesting and effective instructional video medium as a learning resource for social studies learning in Grade V SD. This research was conducted at SDN Bukit Baro, Montasik District, and Aceh Besar District. The subjects in this study were fifth grade students at SDN Bukit Baro, with a total of 20 students. This research uses descriptive qualitative research methods with data collection tools using direct observation, interviews, and document studies. Data were analyzed using data reduction techniques, presented, and conclusions drawn. The development of this learning video medium uses the ASSURE model, which has six stages: (1) student analysis; (2) determining learning objectives; (3) selecting methods, media, and materials; (4) using media and materials; (5) encouraging participation; and (6) evaluation and improvement. The tests carried out for student trials were post-test learning outcomes using video media in social studies learning. The development of this video medium was stated to be valid for use in social studies class V. After completing the validation trial with students, proceed with giving the final test to them. This test was conducted to determine the effectiveness of using social studies learning videos. It was obtained from trials and student learning outcomes. The results of the trials on students were 90.50%, and the average post-test results were 90.75%. This shows that the students succeeded in obtaining scores above the specified KKM. Thus, it can be concluded that the development of instructional video media is effective for use in the learning process.

Keywords: *media development, learning videos, social studies*

## 1. INTRODUCTION

The development of technology is currently influencing the world of education, especially in the learning media used in the learning process. Learning media is a tool that allows the establishment of a direct relationship between the work of a subject developer and students (Anderson and Melinda, 2017). Learning media is also a learning tool or resource that can assist a teacher in conveying messages to students. Learning media is anything that can be used to channel messages that can provide stimulation to students so that certain teaching interactions occur (Ibrahim, 2005). The existence of learning media in schools helps in the implementation of the teaching and learning process. Utilization of learning media in the learning process also needs to be planned and designed systematically so that learning media are effective to use.

One of the information and communication technology media that is able to reach and is most popular among the wider community is video media. Video is also an electronic medium that is able to combine audio and visual technology to produce a dynamic and interesting show. With these two elements, students are expected to be able to receive, understand, and remember learning messages. Audio-visual media has the functions of (1) clarifying the presentation of messages so that they are not too verbalistic; (2) overcoming the limitations of space, time, and senses; and (3) using educational media appropriately and variedly can overcome the

passive nature of students. (Sadiman, 2009). Utilization of video media can be used to support learning in class, especially in the lower grades, namely in elementary schools. The use of appropriate learning media in the learning and teaching process in the classroom can bring success to teachers and students. In addition, the teacher's role is very important in the learning process; teachers are also required to be able to create creative and innovative media and be able to take advantage of the learning media available in schools. One of the lessons in elementary school is social studies.

In social studies learning, teachers are required to direct students to be able to think critically and creatively. However, in everyday learning at school, there are often difficulties in delivering social studies learning material to students. The selection of learning methods and media that are not suitable is one of the causes. The learning used by the teacher also still uses a lot of printed books and LKS, which makes the learning atmosphere passive and makes students look bored and less interested in participating in social studies learning. This is also experienced in class V of SDN Bukit Baro. Teachers teach using the lecture method, only explaining through pictures in books, and students are less motivated to learn.

Based on this background, the researchers were motivated to conduct research on the development of instructional video media in social studies learning. The development of this medium aims to produce an interesting and effective learning video medium as a learning resource for social studies learning in class V of SDN Bukit Baro.

## 2. LITERATURE REVIEW

### 2.1 Learning video media

According to Smaldino (2008), a medium is a means of communication and a source of information. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. It is said to be a learning medium because everything carries a message for learning. While the term video comes from the word *video* or *visum*, "which means to see or have vision, Arsyad (2013) argues that teaching through audio-visual means the production and use of material whose absorption is through sight and hearing and is not entirely dependent on understanding words or similar symbols. Video is a moving image accompanied by sound. Video media is a type of audio-visual media and can describe a moving object with a sound that matches the content of the image. The role of video is as a presenter of information.

Learning media as a tool in the process of learning cannot be denied. The teacher is aware that without the help of the media, learning material is difficult for students to understand, especially learning that is complicated and complex. Each learning material has varying levels of difficulty. There is learning that does not

require learning media, but on the other hand, there is also learning that requires learning media. Learning material that has a high level of difficulty is certainly difficult for students to understand, especially for those who don't like the learning that is delivered.

With the development of technology, a variety of new and increasingly sophisticated teaching materials have emerged, starting from printed teaching materials, then audio teaching materials, and finally audiovisual or video teaching materials. This development shows that teaching materials always follow the development of technology and science. Teaching using video is characterized by the use of hardware during the learning process, such as film projectors, tape recorders, and wide visual projectors. So learning through video involves the production and use of material that is absorbed through sight and hearing.

Video is a live image recording or television program to be broadcast via a television set; in other words, video is a moving image display accompanied by sound. This is stated in the Big Indonesian Dictionary. Video media is one of the media that can be used for listening and learning. This video medium can increase students' interest in learning because they can listen and see pictures at the same time. Video capabilities can present information, explain processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

## 2.2 Purpose of using video media

The purpose of learning to use video media is to include cognitive, affective, and psychomotor goals. (Anderson, 1987).

### 1. Cognitive Goals

- a. Can develop cognitive abilities that involve the ability to recognize again and the ability to provide stimulation in the form of motion and sensation.
- b. It can display a series of still images without sound as photo media and frame film, although it is less economical.
- c. Videos can be used to show examples of how to behave or act in an appearance, especially regarding human interaction.

### 2. Affective Goals

By using effects and techniques, video can be an excellent medium for influencing attitudes and emotions.

### 3. Psychomotor goals

- a. Video is the right medium to show examples of skills involving movement. Movement can be slowed down or sped up.
- b. Through the media, students immediately get visual feedback on their abilities so that they can try the skills related to the movement earlier.

## 2.3 Benefits of using video media

The benefits of using video media include: (Prastowo 2012)

1. Provide unexpected experiences for students.
2. Shows something that is impossible to see at first.
3. Analyze changes over a period of time.
4. Allow students to experience a specific situation.
5. Presenting case study presentations about real life can trigger student discussion.

With video media, students can witness firsthand an event that is dangerous or past events that cannot be presented in class. Students can play back video media according to their needs and requirements. Learning with video media fosters students' interest and motivation to always pay attention to the lesson.

## 2.4 Strengths and weaknesses of video media

According to Daryanto (2011), there are several advantages and disadvantages to using video media, including:

### 1. Excess

- a. Videos can add a new dimension to learning; they present moving images to students in addition to the sound that accompanies them.
- b. Video can display a phenomenon that is difficult to see in real life.

### 2. Lack

#### a. Opposition

Inappropriate taking can cause the audience to doubt their ability to interpret the images they see.

#### b. Supporting material

Video requires a projection tool to be able to display the images in it.

#### c. Budget

Making a video requires a lot of money.

According to Anderson (1987), video media has advantages, including:

1. Using video (with sound or not), we can re-enact certain movements.
2. By using certain effects, both the learning process and the entertainment value of the presentation can be strengthened.
3. With video, information can be presented simultaneously at the same time in different locations (classes) and with an unlimited number of spectators or participants by placing monitors in each class.
4. With videos, students can learn independently.

While the limitations of using video include:

1. The cost of video production is very high, and few people can afford it.
2. Small monitor screens will limit the number of viewers unless the monitor network and video projection system are expanded.
3. When video equipment is to be used, it must be available at the place of use.
4. The nature of the communication is one-way and must be balanced by seeking other forms of feedback.

Learning media certainly has its advantages and disadvantages, as does learning video media. In its use, video cannot stand alone; this video medium requires supporting tools such as an LCD to project images and active speakers to display sound so that it can be heard clearly. The use of this learning video is one-way; students only pay attention to video media; this is what the teacher needs to pay attention to. Videos can be repeated or stopped during playback, so the teacher can invite students to communicate about the content,

material, and messages of the videos they watch. The teacher can also invite students to ask questions and get answers about the video that they are watching, so that communication is not only one-way.

## 2.5 Social sciences (IPS)

The term IPS in elementary schools is the name of a subject that stands alone as an integration of a number of disciplinary concepts from social sciences, humanities, science, and even various social issues and problems of life. The social studies material for the elementary school level does not look at the disciplinary aspects because what is more important are the pedagogical and psychological dimensions as well as the holistic thinking characteristics of students. According to Sapriya (2009), social studies education is a simplification or adaptation of social sciences and humanities disciplines, as well as basic human activities that are organized and presented scientifically and pedagogically.

Social studies education in elementary schools is a disciplined embodiment of various social sciences, which are based on study materials in geography, economics, sociology, anthropology, state administration, and history, so that social studies education is not a single discipline but a combination of various disciplines.

## 2.6 Elementary school IPS characteristics

IPS is a combination of integrated social sciences. Integrated understanding, that social studies materials are taken from the social sciences, which are integrated and not separated in a box of disciplines. (Sadeli, 1986). The following are the characteristics of IPS as seen from the material and delivery strategy:

### 1. IPS material

Studying IPS is essentially examining the interactions between individuals, society, and the environment (physical and socio-cultural). IPS materials explore all aspects of everyday practical life in society. In this way, the community and its environment, apart from being a source of IPS, are also its laboratory. Conceptual knowledge and IPS theories acquired by children in the classroom can be matched, tried out, and applied in everyday life in society.

### 2. IPS Teaching Delivery Strategy

The social studies teaching delivery strategy is mostly based on a tradition, namely that the material is arranged in the following order: children (oneself), family, community/neighbors, city, region, country, and the world. This type of curriculum is called "The Wedding Horizon or Expanding Environment Curriculum" (Mukminan, 1996). This type of curriculum is based on the assumption that children are first introduced to or need to acquire concepts related to their immediate environment or themselves. Then, gradually and systematically, move out of the circle into an environment of concentration and develop the ability to deal with the elements of the wider world.

## 3 METHODS

This research uses descriptive qualitative research methods with data collection tools using direct observation, interviews, and document studies. Data were analyzed using data reduction techniques, presented, and conclusions drawn.

This development uses the ASSURE Learning Design Model (analyze learners, state objectives, select methods, media, and material, utilize, require learner participation, evaluate, and revise). The ASSURE model is one that can systematically guide students to plan the learning process effectively. This ASSURE model

emphasizes the suitability of materials and the selection of media and methods applied in each learning process (Smaldino, 2008). The ASSURE model in practice combines the use of technology and media in the classroom. So, by planning systematically, it can help solve problems and make it easier to convey learning. Because the learning process is a complex system that needs to be done with a systematic approach.

The ASSURE model has six stages: (1) student analysis; (2) determining learning objectives; (3) selecting methods, media, and materials; (4) using media and materials; (5) encouraging student participation; and (6) evaluating and repairing.

The Assure model has several stages, namely:

1. The first step in planning a classroom is to identify and analyze the characteristics of students according to learning outcomes. What needs to be considered are general characteristics, specific basic competencies such as knowledge, abilities, and attitudes, as well as paying attention to learning styles.

2. The second step is to state specific standards and learning objectives for the activities carried out. Well-stated goals will clarify goals, desired behavior, conditions, and performance to be observed, and new levels of knowledge or skills students will master.

3. The third step after analyzing and stating learning standards and objectives is to build a bridge between the two points by choosing teaching strategies, technology, and media that are adapted, and deciding on the material to be provided.

4. The fourth step is to involve students in the use of technology, strategies, and materials to help students achieve learning objectives by involving the teacher as a facilitator.

5. The fifth step involves student participation. Activities that occur allow students to apply new knowledge or abilities and receive feedback.

6. The sixth step is to evaluate and revise. After the implementation of learning in class, it is important to evaluate the impact of the activities that have taken place on students. Assessment should only examine the degree to which students can achieve learning objectives but also examine the entire teaching process and the impact of media use. This can be matched between learning objectives and learning outcomes (Smaldino, 2008).

After developing or producing this video medium, the next step is to try it on students through 3 stages: individual trials, small group trials consisting of 5 students, and large/classical group trials consisting of 20 students. This trial was conducted at SDN Bukit Baro. The tests carried out for student trials were post-test learning outcomes using video media in social studies learning.

## 4 RESULTS & DISCUSSION

The results of observations and interviews show that teachers have a desire to develop effective and innovative learning media so that they are able to stimulate student activity, stimulate creativity, and increase student achievement. However, in everyday learning at school, there are often difficulties in delivering social studies learning material to students. The selection of learning methods and media that are not suitable is one of the causes. The learning used by the teacher also still uses a lot of lectures and is fixated on printed books and LKS, which make the learning atmosphere passive and make students look bored and less interested in

participating in social studies learning. This is also experienced in class V of SDN Bukit Baro.

IPS learning videos are one way to overcome problems that occur in schools. After the video media is produced, it is then tested on students by teaching social studies material using learning videos. Then give a questionnaire to students whose contents are as follows:

1. How clear is the material conveyed through learning videos?
2. What is the content of the material in the learning video?
3. Do you enjoy learning using this learning video?
4. Are the pictures and text presented in this learning video clear?
5. Are the images presented attractive?
6. Does learning by using this learning video provide motivation to take social studies lessons?
7. Did you like this learning video?
8. How do you feel after learning from this learning video?
9. Is it easier for you to understand social studies subject matter with the help of this learning video?
10. Do you think learning using learning videos is interesting?

The results of the student trials obtained a percentage of 90.50%, and this means that the social studies learning media developed are very valid to be used in the social studies learning process in class V. This test was conducted to determine the effectiveness of using social studies learning videos. The test results obtained from 20 fifth grade students obtained an average score of 90.75%. From the results of the average value obtained, it can be concluded that the students have fulfilled the specified KKM scores. Thus, the development of social studies learning video media is declared to be effectively used in the social studies learning process in class V.

The following is a picture of the implementation of video-based learning for Social Studies class V at SD Negeri Bukit Baro using the Canva application.



Title

Citizen rescue



Evacuate

Flood



Definition of natural disaster

Excessive rain



Forest



Throw garbage into the river



Flee to high ground



Landslide meaning



Illegal logging



The forest is bare



Landslide



Evacuate



To a safe place



Closing and thank you

## 5 CONCLUSION

The existence of learning media is very helpful for teachers in delivering material in the learning process because the role of learning media is as a bridge of communication between teacher and students. Thus, learning media should be used during the learning process in the classroom. The researcher developed a product in the form of social studies learning video media as a form of strategy for delivering learning messages.

The results of the IPS learning video trials that have been made on students obtained a percentage of 90.50%, and this means that the IPS learning media developed is very valid to use in the IPS learning process in class V. The post-test results of 20 class V students obtained an average score of 90.75%, so it can be concluded that the students have met the specified KKM scores. Thus, the development of social studies learning video media is declared to be effectively used in the social studies learning process in class V.

The next piece of advice given by the researchers is that the trial process should not only be given to students but also to experts so that the resulting product is truly attractive both in terms of appearance and the material contained in it. Apart from that, the products produced are also more creative and interesting, so that students do not get bored in the learning process, especially in social studies.

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